



Maine Department of Education March 29, 2012 Listen & Learn State Personnel Development Grant (SPDG) Addresses:



Special Education & Related Services Personnel Preparation
Special Education & Related Services Personnel Retention
Teachers of the blind and visually impaired & Orientation & Mobility
Specialists Shortages
Evidence-based practices for children with autism
PD to increase the percentages of SAUs that improve LRE rates
PD to increase educator's IEP goal alignment with CCSS
Timely receipt of evidence-based early intervention services
PD for effective Transition Plans for 9th grade to post-secondary
education/employment

State Personnel Development Grant (SPDG) Overview

- ❖ Grant Purpose
- ❖ Grant Absolutes
- ❖ Grant Structure
 - Goals
 - Oversight
 - Deliverables
 - Objectives
 - Strategies
 - Outcomes
 - Evaluation



State Personnel Development Grant

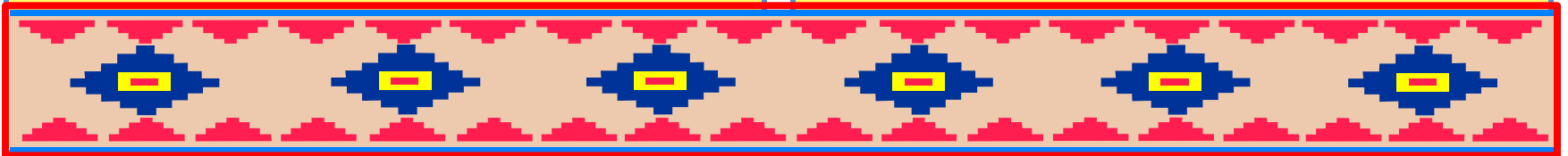
- SPDG 2006: 1 year extension
 - Purpose
 - Carryover funds
- SPDG 2011: 10/11- 9/16
 - Intent
 - Scope of work



SPDG Advisory Committee

Purpose: Ensure the SPDG project provides equitable access to, and participation in, its program for children, teachers, and other project beneficiaries with special needs.

- Communication Plan
- Statewide Dissemination
- Sustainability



Advisory Committee Representatives

- Maine Department of Education
- Maine Parent Federation
- Department of Labor:
 - Vocational Rehabilitation
 - Division of the Blind and Visually Impaired
- SAUs
- CDS
- MADSEC
- Higher Education Institutes (IHEs)
- External Evaluator



Task Forces

Goal 1: IHE

Goal 2: LRE

Goal 3: CCSS



Goal 4: Early Childhood

Goal 5: Transition

Teacher Preparation

Least Restrictive
Environment

IEP alignment of ELA &
Math standards

IEP Transition Plans 9-12
Part C to Part B Transition

SPDG Administrative Management Team

Purpose: To review project's progress in meeting project goals; plan for the management of risks, issues, surprises as they arise; develop a communication plan, a data collection and reporting plan that aligns with federal requirements.

Membership

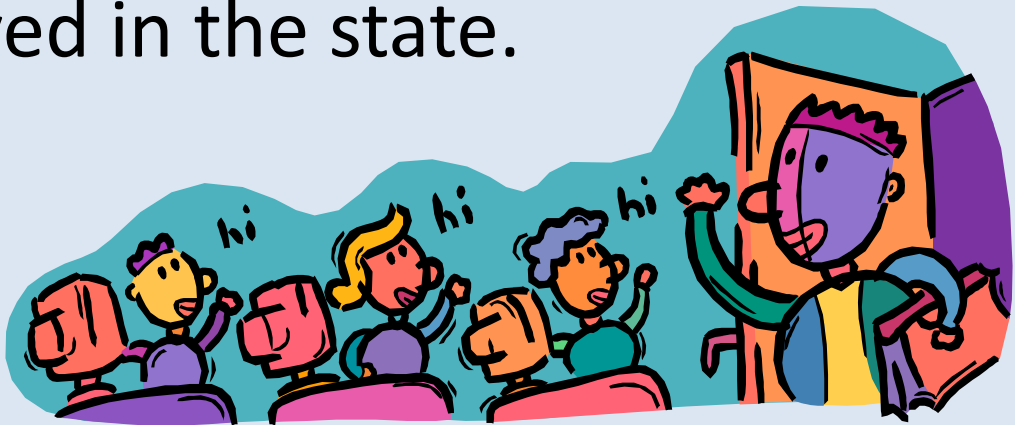
MDOE: Janice Breton, Debrajeane Scheibel, Kathy Powers, Dana Duncan, Dawn Kliphan, Susan Fossett, Kara Farwell, Debbie Violette

UMaine: Craig Mason and Brian Doore

CDS: Cindy Brown, Lisa Cooper, Janna Gregory

SPDG 2011: Goal 1

Increase the percentages of highly qualified special education teachers and related services personnel employed in the state.



Goal Coordinator: Kathy Powers

Goal 1: Objective 1.1

Decrease the percentages of employed, but not fully qualified special education teachers and related services personnel in the targeted SAUs in the state.



Goal 1: Objective 1.1 Strategies

1.1.1 Task force of representative stakeholders gather data and develop a systemic statewide plan addressing preparation and employment of certified personnel in targeted geographic areas (Hancock, Oxford, Aroostook, Piscataquis and Washington counties).

1.1.2 Develop pre-service preparation and PD IHE/SAU partnerships in targeted geographic areas to address regional needs.

Goal 1: Objective 1.1 Strategies

1.1.3 Support the tuition, books and fees for special education teachers and related service personnel who do not have access to other financial resources.



Goal 1: Objective 1.2

- Increase the numbers of teachers of the blind and visually impaired and orientation and mobility specialists.



Goal 1: Objective 1.2 Strategies

1.2.1 Stakeholder representative task force developed plan for recruitment, preparation and service requirements to address personnel needs.

1.2.2 MDOE implements plan.

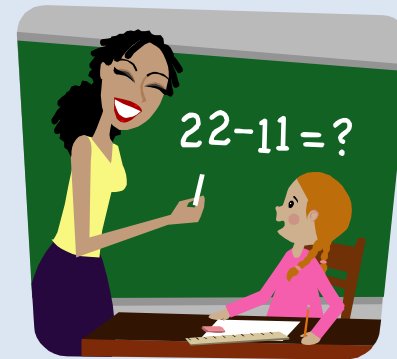


Goal 1: Objective 1.3

- Improve the retention rate of new special education teachers in targeted SAUs.



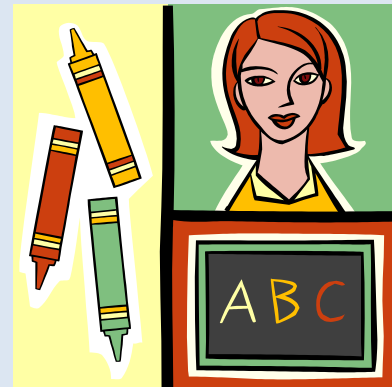
- Improve the retention rate of related services personnel in targeted SAUs.



Goal 1: Objective 1.3 Strategies

1.3.1 Targeted SAUs conduct a self-assessment of current retention rates, current personnel retention activities and support systems, and develop systemic plans to improve the retention of personnel. With assistance from IHEs and use of resources from OSEP centers. RFP process to identify SAU for strategy 1.3.2

1.3.2 Targeted SAUs implement the systemic retention plans with assistance from IHEs.



Goal 1: Objective 1.4

- Increase the qualifications of personnel serving children Birth-20, with autism by promoting the use of evidence-based practices.



Goal 1: Objective 1.4 Strategies

1.4.1 MDOE work with Autism Work Group to develop a statewide pre-service preparation and PD plan for personnel serving children with autism.

1.4.2 MDOE implements and evaluates statewide plan by supporting PD partnerships between SAUs, IHEs through an RFP process.



SPDG 2011: Goal 2

Increase the percentages of SAUs that improve LRE rates for children, ages three-20, and the progress of children with disabilities in the general curriculum.

Goal 2: Coordinator: Dana Duncan



Goal 2: Objective 2.1

Increase the targeted SAUs, that currently have LRE rates lower than the state average, that develop comprehensive PD systemic plans and approaches to improve LRE rates and performance of children with disabilities.



Goal 2: Objective 2.1 Strategies

2.1.1 Representative stakeholders with partners as appropriate, review current and research evidence-based PD strategies to develop individual SAU plans for implementation of Goal 2 and objectives.



Goal 2: Objective 2.2

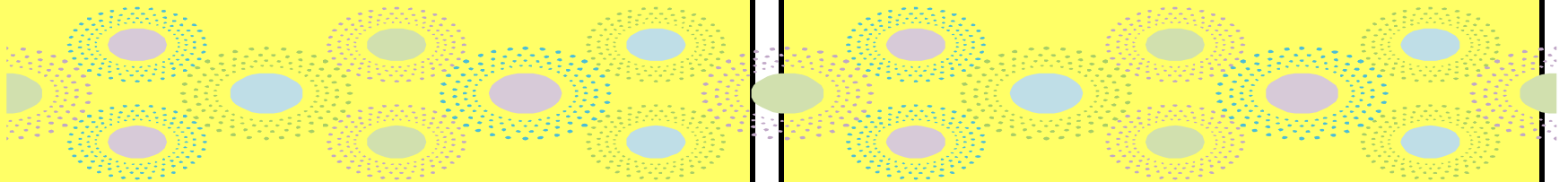
Assist targeted SAUS in implementing comprehensive PD/TA plans to target specific schools with lower LRE rates.



Goal 2: Objective 2.2 Strategies

2.2.1 Subcontractor provides technical assistance to targeted SAUs.

2.2.2 Targeted SAUs implement plans.



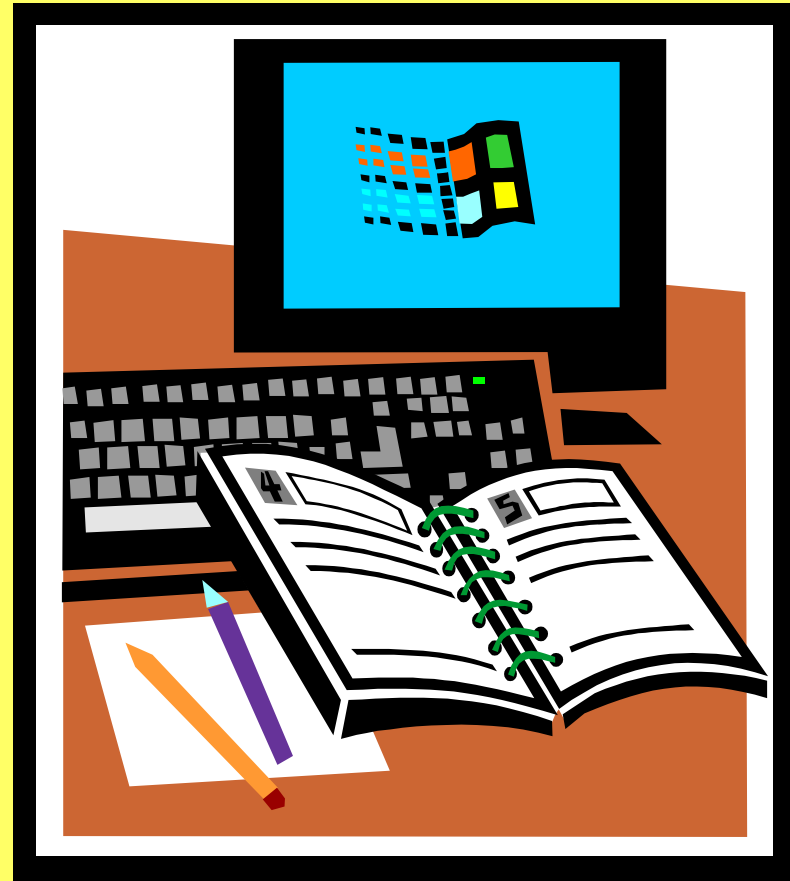
Goal 2: Objective 2.3

Disseminate best practices identified in strategy 2.1.1. (...review current and research evidence-based PD strategies to develop individual SAU plans for implementation of Goal 2 and objectives) to non-targeted SAUs.



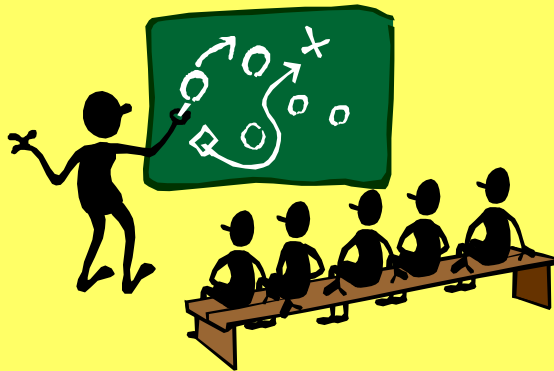
Goal 2: Objective 2.3 Strategies

2.3.1 Coordinate and disseminate best practices with other PD opportunities.



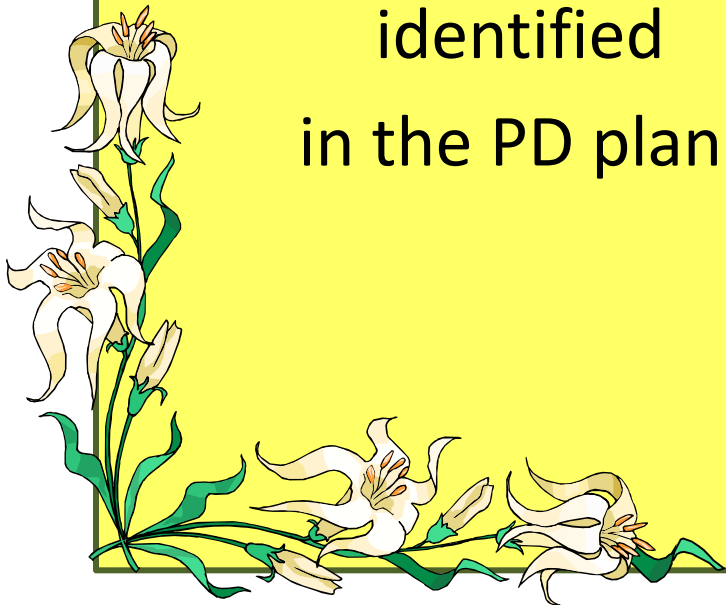
Goal 2: Objective 2.4

Provide resources and training to parents on LRE, inclusion and research-based practices through the PTI for targeted SAUs statewide.

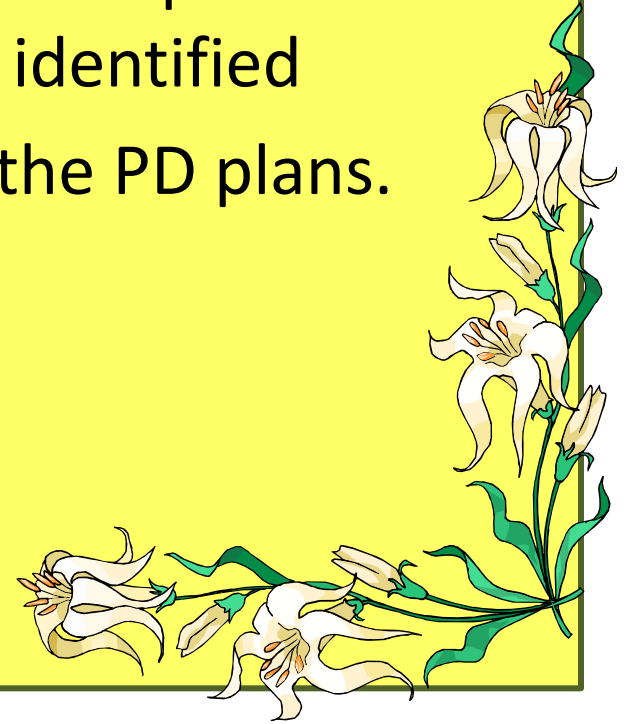


Goal 2: Objective 2.4 Strategies

2.4.1 PTI in coordination with targeted SAUs to provide parent training on inclusive practices identified in the PD plan.



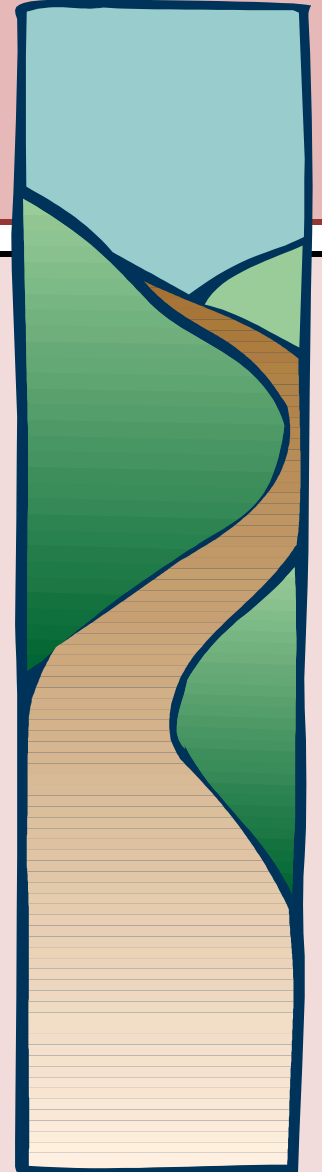
2.4.2 PTI provides parent training statewide on inclusive practices identified in the PD plans.



SPDG Goal 3:

Increase educator's knowledge and instructional usage of the CCSS in English-language arts and mathematics for children with disabilities.

Goal Coordinator: Susan Fossett



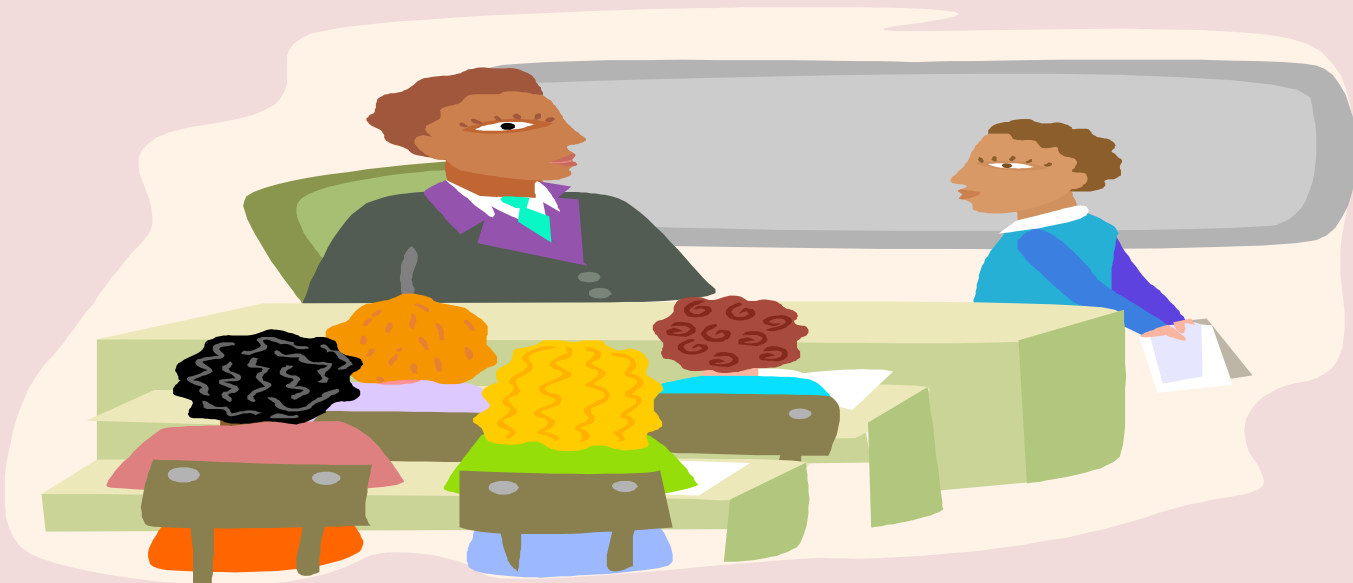
Goal 3: Objective: 3.1

Increase the numbers of special educators who write and implement IEPs so they are aligned with the CCSS in English-language arts and mathematics.



Goal 3: Strategy 3.1.1

Coordinate with state PK-12 activities and ongoing PD activities to implement the CCSS.



Goal 3: Strategy 3.1.2.

Develop and provide PD for special educators on the development of IEPs in alignment with the CCSS in English-language arts and mathematics.

5. ANNUAL GOAL(S)

A statement of measurable annual goals, including academic and functional goals, designed to: meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum which must be for children 3-5 aligned with the Early Learning Guidelines and for children 5-20 aligned with the system of Maine's Learning Results; and meet each of the child's other educational needs that result from the child's disability. The IEP shall reflect the individual goals to successfully meet the content standards of the system of Maine's Learning Results in addition to any other diploma requirements applicable to all secondary children pursuant to 20-A MRSA §4722. Include below a statement of how the child's progress toward meeting the annual goals will be measured. MUSER IX.3.A.(1)(b)&(c).

Measurable Annual Goal	*1,2,3,4 For Pre School only	How Goal will be Measured	**PROGRESS

SPDG 2011: Goal 4

Increase the percentages of children, age's birth-two, receiving timely, evidence-based early intervention services in their natural environments by qualified personnel.



- Goal Coordinator: Janna Gregory/Cindy Brown

Goal 4: Objective 4.1

Increase the numbers of IDEA Part C teams and personnel trained in implementing the evidence-based Early Intervention Model.



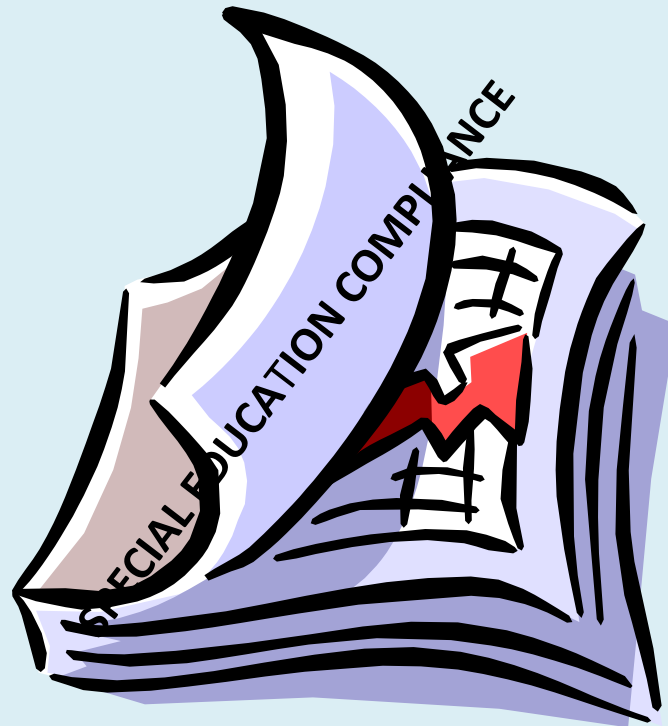
Objective 4.1: Strategies

4.1.1 Develop and implement PD plan on evidence-based Early Intervention Model/coaching.



Goal 4: Objective 4.2

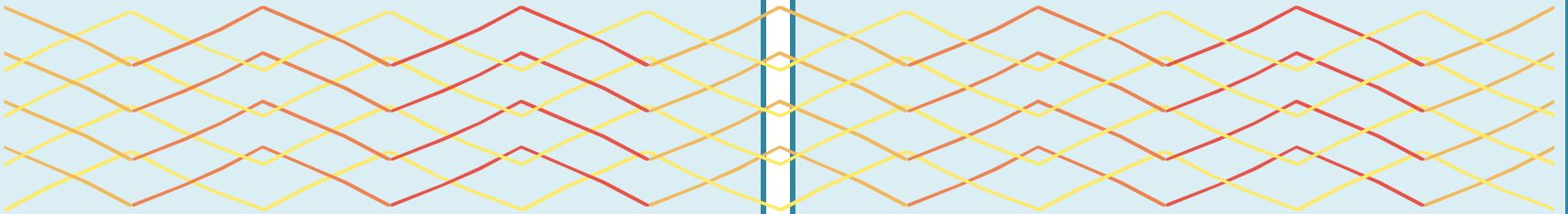
- Increase the compliance of SAUs in meeting the required steps/timelines in developing the IFSP.



Objective 4.2: Strategies

4.2.1 Develop a statewide PD plan for Indicators C1, C2, C3 and C7.

4.2.2 Provide PD for Indicators C1, C2, C3 and C7 through statewide and regional workshops, online modules, guidelines and checklists.



SPDG 2011: Goal 5

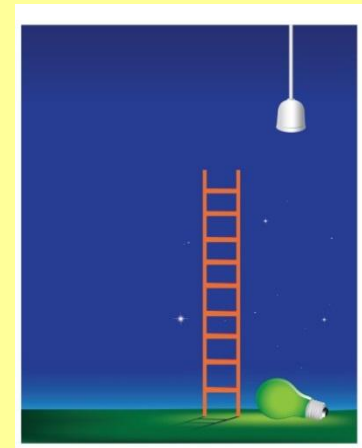
Increase the percentages of SAU special education and related services personnel who can develop and implement effective, compliant transition plans and activities within timelines.



Goal Coordinator: Jan Breton

Goal 5: Objective 5.1

Through comprehensive PD, improve the percentages of SAUs that are in compliance with IDEA Indicator B13 and will develop effective transition plans for children with disabilities from 9th grade to post-secondary education/employment.



Goal 5: Objective 5.1 Strategies

- **5.1.1** Develop a multi-year comprehensive, statewide PD plan targeting B13 that incorporates PD, regional workshops, online modules, transition guidelines and checklists.
- **5.1.2** Through an RFP process, provide regional workshops to SAUs with supplemental online modules, guidelines and checklists.

Goal 5: Objective 5.1 Strategies

5.1.3 Conduct regional meetings in which SAUs conduct a self-assessment of their respective transition plans to determine effectiveness and compliance.



Goal 5: Objective 5.2

Coordinate with DVR in the development of effective transition plans for children with disabilities and the training on *Transition Career Exploration Curriculum* for children with disabilities.



Goal 5: Objective 5.2 Strategies

5.2.1 Coordinate with DVR in developing and implementing the statewide PD plan in 5.1



Goal 5: Objective 5.3

Through PD, improve the percentages of SAUs with effective transition plans and activities for children with disabilities from IDEA Part C to Part B and preschool to kindergarten.



Goal 5: Objective 5.3 Strategies

5.3.1 Develop and implement targeted PD plans for SAUs on effective transition plans and activities for Part C to Part B transitions.

5.3.2 Implement online module for Part C to Part B transitions.

Goal 5: Objective 5.3 Strategies

5.3.3 Develop and implement targeted PD plans for SAUs on regulations of preschool to K transitions.

5.3.4 Implement online module for preschool to K transitions.



Goal 5: Objective 5.4

Develop and Implement a comprehensive plan to train parents on their roles and involvement in effective, compliant transition planning.



Goal 5: Objective 5.4 Strategies



5.4.1 Subcontract with PTI to develop and implement a statewide training plan on parents' roles and involvement in transition planning.

Accountability



External Evaluator: University of Maine

Evaluators: Craig Mason and Brian Doore

Purpose: To provide timely, ongoing feedback about implementation, design and efficacy, assess the effectiveness of the project in promoting changes in Maine's system of recruitment, preparation, and retention of special educators and related services personnel and to present evidence regarding sustainability and replicability of the project

Contact Information

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